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ABSTRACT

This selected bibliography of Polish educational materials contains annotations written in English. Materials published from 1969 are listed under seven different topics. Areas of interest are the history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, schools and institutions, and educational statistics. Schools and institution materials are divided into preschool, primary, secondary, vocational, higher, adult, and special education levels. An index of authors and editors is included. A related document is SO 006 737. (KSM)

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Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time June to August 1972.

I. HISTORY OF EDUCATION

226. KRAS, JANINA: **Wyższe Kursy dla Kobiet im. A. Baranieckiego w Krakowie 1868–1924.** (A. Baraniecki's Advanced Courses for Women in Cracow in the Years 1868–1924). Wydawnictwo Literackie, Kraków 1972, 146 pp.

Advanced courses for women have been established by a famous physician and social worker in the times when women had no rights whatsoever to enter institutions of higher education. The courses were the first institution providing higher education for Polish women and as such gained popularity both at home and abroad, the same kind of instruction being available only in London. Courses were divided into two groups: 1) theoretical-literary, artistic and scientific, 2) practical-social and economic. In the beginning instruction lasted one year, later it was extended to two years. The institution was staffed by professors from the Jagiellonian University in Cracow. No formal certificates were granted to graduates who utilized the knowledge gained at courses working as private teachers. A large number of prominent Polish women writers, social workers and educators started their education there. In the year 1891, after the death of their founder, various modifications were introduced into the courses and after the liberation of 1918 they ceased to exist, other institutions of higher education being accessible for women. The publication presents the history of the courses, their organization, curricula and staffing. Archival material such as documents, reports, correspondence and articles are included.

227. ŁUGOWSKI, BRONISŁAW and ARASZKIEWICZ, FELIKS (ed.): **Postępowa myśl oświatowa w Polsce w latach 1918–1939.** (Progressive Educational Thought in Poland in the Years 1918–1939). Zakład Narodowy im. Ossolińskich, Wrocław 1972, 543 pp.

The publication contains selected documents and archival material including postulates, projects and programs

which reflect the progressive educational thought in the interwar period and demonstrate the educational ideal of the Polish Left-Wing. The bulk of material is grouped in the following sections: 1) educational postulates, 2) projects and programs of the organization of schooling, 3) concepts referring to teaching methods and attitude-formation techniques, 4) educational ideal. The chronological arrangement is followed within each of the sections. A bibliographic dictionary of authors as well as an index of names are also included.

228. SERWAŃSKI, EDMUND and WALCZAK, MARIAN: **Szkolnictwo polskie pod okupacją hitlerowską w Wielkopolsce.** (The Polish Schooling in Wielkopolska in the Times of the Nazi Occupation). *Przegląd Historyczno-Oświatowy* 1972, No. 2, pp. 193–208. Rez. Sum.

After the conquest of Poland in 1939 the Polish territory was divided into the so-called General Government and areas included into the Reich. The region of Wielkopolska belonged to the latter group. The policy of germanization aimed at liquidating Polish culture and first of all the Polish educational system — secondary, vocational and higher schools. In the first months of the occupation primary schools were still in existence, run by Polish teachers on the territories where German administration has not yet started functioning. As early as September 1939 ordinances were issued introducing German language and liquidating the officially existing Polish primary schools. The present publication deals mainly with schools which survived several months after the outbreak of the war. Data are drawn from German archival material and from investigations through questionnaires and interviews carried out in the year 1946 by the Ministry of Education and the Polish Teachers' Association.

229. TEOFILEWICZ, DANUTA: **Działalność Komisji Edukacji Narodowej w województwie podlaskim 1773–1794.** (Activities of the Commission for National Education in the Region of Podlasie in the Period of Years 1773–1794). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 200 pp. bibl. Prace Białostockie-

go Towarzystwa Naukowego, (Works of the Scientific Association of Białystok), No. 14.

The publication presents activities of the Commission for National Education in the voivodship of Podlasie, i.e. at the present territories of Warsaw and Białystok. Although considerable amount of material concerning the first European Ministry of Education, the Polish Commission for National Education, was destroyed in the times of the two world wars, the author managed to collect ample data drawn from manuscripts, printed reports, photocopies and legal acts issued by the Commission. School documents, chronicles, speeches, memoirs and correspondence are also used, although access to sources of this type was still more difficult. Statistical data are presented concerning schools, staffing, school administration, educational authorities and partly educational achievement. Before the establishment of the Commission merely one secondary school existed in this territory. The Commission managed to develop two high-level schools for secondary education and about 50 parochial schools. Education in the voivodship embraced 20,000 pupils at the post-primary level. Schools were staffed by priests and monks who according to general instructions given by the Commission stressed national and civic problems. The activity of most prominent educators is also discussed in detail.

230. **Ujawniona po latach. Przyczynek do historii tajnego nauczania w czasie okupacji hitlerowskiej w Ośrodku Dobczyce-Dziekanowice.** 1940–1945. (Revealed Years After. The History of Clandestine Education in the Times of the Nazi Occupation in Dobczyce-Dziekanowice in the Years 1940–1945). Komitet Organizacyjny Zjazdu Koleżeńskiego, Kraków 1971, 36 pp.

The publication has been issued on the occasion of the 30th anniversary of the first final examination for graduation from the secondary school in the Center for Clandestine Education in Dobczyce-Dziekanowice in the voivodship of Cracow. In the course of the five-year activity of the Center two gymnasium final examinations and two lyceum ones took place. The publication presents the organization of schooling in the Center which was in charge

of the general secondary school, trade gymnasium and complementary courses of subjects forbidden in official primary schools (history and geography of Poland, literature and mother tongue). Aid given by the local community is discussed at length. Memoirs of the headmaster, teachers and pupils with documents and photographs are included as well as the index of names.

See also: 277.

II. LAWS AND LEGISLATION

231. **Co przynosi Karta Praw i Obowiązków Nauczyciela?** (What Does the Teacher's Charter Bring). *Głos Nauczycielski* 1972, No. 19, pp. 2–3.

At the Plenary Session of the Polish Diet, April 27, 1972, J. Maciszewski, the President of the Commission for Education at the Diet, presented the draft of the new Act — the Teacher's Charter. The Charter had been prepared by the Commission in collaboration with the Government and the representatives of teachers and presented for national discussion. The draft met with general approval as it ensured not only improvement in social and financial prestige of the teacher but also in administration of schooling and quality of instruction. The article reports the speech by J. Maciszewski, as well as the course of the discussion in the Diet which ended with the Act being passed and published in Dziennik Urzędowy 1972 No. 16, item 144. In the same copy of Dziennik Urzędowy (item 145) the Ordinance by the Council of Ministers concerning the raise in the teachers' salaries was announced. Funds designed for raising teachers' salaries, teachers' retirement pensions and social facilities are unparalleled in the history of schooling in the Polish People's Republic. A new legal status is also introduced, considerably raising the social prestige of the teacher and enabling proper selection for the profession. All the employees of the educational system from kindergartens to higher schools

are embraced by the Act. For the first time the requirement to employ merely persons with university education is introduced. New professional titles are also presented as well as new uniform teaching load for teachers of schools of a given level. The Act is valid from May 1.

See also: 235.

III. GENERAL INFORMATION ON EDUCATION

232. DENEK, KAZIMIERZ: **Poszukiwanie efektywnych metod kształcenia.** (Search for Effective Methods of Training). *Nauczyciel i Wychowanie* 1972, No. 2, pp. 48–60.

On the basis of Polish and foreign pedagogical writings the author discusses the significance of research on teaching methods in the light of educational and economic sciences. Full integration of educational, psychological and economic factors operating within the educational process is analyzed in detail. Research on the subject carried out in Poland and abroad is reviewed and a presentation follows of factors decisive for optimal effectiveness of training. The value of knowledge in this field for central planning organs, educational authorities and teachers is discussed.

233. KOZŁOWSKI, CZESŁAW: (ed.): **Słownik organizacji młodzieżowych w Polsce 1918–1970.** (A Dictionary of Youth Organizations in Poland in the Years 1918–1970). "Iskry", Warszawa 1971, 189 pp.

The present dictionary is the first encyclopedic publication embracing all trends in the Polish youth movement in the period of years 1918–1970. Items included in the dictionary cover the history of associations, their characteristics, persons of leaders, most prominent members and activists. Organizations of youth from national minorities are also presented. All the items are arranged in an alphabetic order.

234. KRUSZEWSKI, KRZYSZTOF: **Nauczanie programowane w systemie dydaktycznym.** (Programmed Instruction in the Educationa System). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 210 pp.

The book deals with the programmed instruction in the Polish educational system. The problem is presented dialectically i.e. both changes in the educational system caused by programming and changes in the programmed instruction caused by the Polish educational theory and practice are discussed. Part 1 contains an analysis of the programmed instruction and its developmental trends. A new definition of the programmed instruction is presented which is applicable to all kinds of programs and all types of learning. Since the programmed instruction was a starting point for the American conception of the new educational technology and the Russian conception of the scientific organization of labor, both of them are discussed in detail as a secondary set of problems connected with programming. Part 2 is devoted to links between the programmed instruction and various elements of the Polish didactic system according to basic handbooks on the theory of instruction. Successive chapters deal with educational objectives, teaching content, process of instruction, teaching methods, means and forms of education.

235. KUBERSKI, JERZY: **O Karcie Praw i Obowiązków Nauczyciela.** (On the Teacher's Charter). *Nowa Szkoła* 1972, No. 6, pp. 2–8.

The article contains excerpts from the speech delivered by the Minister of Education at the session of the Commission for Education at the Polish Diet on April 18, 1972. The speech concerned a project of the Teachers Charter (now in effect). The project has been prepared by a group of experts on education together with educational activists. The Project presents the change in the system of payment and raise in the teachers' salaries, extends the teachers' rights through establishing special social funds, introducing special professional titles, decorations and rewards for prominent teachers and establishing the Teacher's Day on 14th October, the anniversary of the day of establishing the Commission for

National Education, the first Polish Ministry of Education, and regulates the legal status of primary, secondary and university teachers. The duty of raising professional qualifications at refresher and in-service courses is introduced. Introduction of a uniform teaching load is also suggested in schools of the same type which would serve teachers' stabilization in the profession.

236. KUBERSKI, JERZY: **Program realizacji polityki oświatowej.** (Program of Realizing New Educational Policy). *Nowe Drogi* 1972, No. 7, pp. 77–89.

The article by the Minister of Education reports on the program of new educational policy. The first phase of the innovation consisted in introducing the Teacher's Charter and raising the teachers' salaries. The following activities will be undertaken by the Ministry: 1) ensuring uniform quality of instruction in primary schools through changes in the network of schools, their equipment and staffing as well as through extending preschool education, 2) introducing new, improved curricula, 3) reshaping initial instruction through shortening the period of global instruction and prolonging that of systematic teaching, 4) establishing a system of compensating school backwardness, 5) introducing profiled secondary schools and adjusting vocational education to needs of the national economy, 6) introducing new methods of teaching gifted students, 7) establishing collaboration with industrial plants, 8) strengthening attitude-formation in schools of all types and levels, 9) introducing an improved system of in-service teacher training and 10) establishing closer collaboration of schools and parents. In the final part of the article the problems of school administration and local educational authorities are also discussed at length.

237. KUPISIEWICZ, CZESŁAW: **Jedność procesu uczenia się i nauczania.** (The Unity of the Teaching and the Learning Process). *Nowa Szkoła* 1972, No. 5, pp. 29–33.

The article is devoted to links existing between the teaching and the learning process and to their mutual conditioning. The teaching-learning process has, in the author's

opinion two most important characteristics: a) students' activities are inspired, guided and evaluated by the teacher and are always fed-back to his activities which they often modify, b) the process itself is systematic and long-ranged so as to achieve all the objectives listed in the curriculum. Discussion pertains to the following problems: 1) origin and development of the modern model of the teaching-learning process, 2) characteristics of the model and 3) elements of the model in both catechetical and heuristic scheme. The role of the teacher and his ability to elicit motivation, promote intellectual independence and students' participation in the process of instruction are stressed. Much attention is also given to the dialectic character of didactic and educational procedures as well as to flexibility as far as teaching methods and organizational forms are concerned. Values of the heuristic model of the teaching-learning process are then presented emphasis being laid on the durability and applicability of knowledge it ensures and on the amount of students' independence. In the final part of the article the author points to the importance of individual and independent work of students under the proper guidance of the teacher.

238. ŁOBOCKI, MIECZYSŁAW: **Eksperyment pedagogiczny w szkole.** (Pedagogical Experiment in School). *Ruch Pedagogiczny* 1972, No. 3, pp. 270–293.

The article contains an analysis of the pedagogical experiment as a research technique in pedagogical sciences. In the first part of the article the author presents a definition of experiment and discusses conditions necessary for its proper course as well as its possible consequences and details of organization. Much attention is paid to hypothesis as an important element of the experiment, to possibilities of its verification, theoretical justifications and clear-cut dependencies between variables. Verification of the hypothesis in the course of research is also given detailed consideration. The second part of the article is devoted to the one-group technique, parallel group tech-

nique and rotation technique. Sources of error are listed, the most important of them being 1) insufficient control of variables, 2) improper sampling, 3) improper size of the sample, 4) insufficient period of experimentation, 5) lack of frames of reference and 6) pupils' knowledge of the experimental setting.

239. OZGA, WŁADYSŁAW: **Za obowiązkową szkołą 10-klasową.** (For an Obligatory Ten-Year School). *Nowa Szkoła* 1972, No. 5, pp. 10–13.

The author of the article analyzes the problem of school reform and the degree of secondary school popularity in the light of the coming introduction of obligatory secondary education. In his opinion, careful decisions should be made as to the amount of education to be obligatory and the amount and type of education to be no more than fully accessible. At present, an agreement is reached on the uniformity of common, obligatory secondary school after the nearest school reform. Thus, the present schooling will be prolonged, vocational training being introduced as late as in the 18 year of age. The author suggests to develop a model of obligatory ten-year school including a shortened period of initial instruction (grades I–III) and a prolonged period of systematic instruction (grades IV–X). Linear programs would introduce elements of introductory vocational training or polytechnic education and permit to differentiate instruction in grades VIII–X or IX–X according to pupils' individual interests. Graduates of ten-year schools would be able to enroll in one-, two- or three-year vocational schools or two-year studies preparing candidates for the university. Details of the suggested model are also presented.

240. POLNY, ROMAN: **O głównych kierunkach rozwoju teorii metod nauczania.** (Main Trends in the Development of the Theory of Teaching Methods). *Ruch Pedagogiczny* 1972, No. 3, pp. 313–330.

The author analyzes the concept of the teaching method. The theory of teaching methods is analyzed against the

background of educational system and pedagogical knowledge. A review of existing opinions concerning present classifications of teaching methods is included, much attention being paid to the discussion initiated by the Soviet periodical "Sovietskaja Piedagogika". In the final part of the article the author discusses basic problems of the system of instruction and especially of teacher's procedures according to the following stages: 1) defining a task, 2) forming a problem situation for pupils, 3) giving aid to pupils in solving the problem and 4) evaluating pupils' achievements.

241. POMYKAŁO, WOJCIECH: **Program na miarę potrzeb.** (Program Adequate to Needs). *Wychowanie* 1972, No. 11/12, pp. 3–9.

The article reports on the program of activities to be undertaken by the Ministry for Education in the period of years 1972–1975. Stress is laid on the necessity to combine liquidation of shortcomings that occurred in the previous years with the introduction of new educational solutions. Promotion of primary instruction of high and uniform quality is stressed, as present obligatory primary schools yield varying educational achievement. Therefore distribution of schools will be modified, the network of schools increased and stress laid on the functioning of schools in rural regions so as to provide equal educational opportunity for all pupils. Changes in the curriculum will be introduced, especially at the initial level of instruction. Increase in the number of schools with the prolonged day of instruction is anticipated in both urban and rural regions. Changes in the structure of secondary schooling will also be introduced, i.e. division of schools into several types: humanistic, mathematical-physical, social-economic and biological-chemical. Changes in vocational schooling will be determined by needs of the national economy. Much attention is given to attitude formation at lessons of civic education and in the course of various activities carried out by schools and youth organizations. New solutions will be prepared and verified by researchers from five research centers: Institute for Educational Research, Institute for School Curricula, Institute for Research on Youth, Institute for Vocational Education, Institute for

in-Service Teacher Training in collaboration with the Polish Academy of Sciences and the Ministry for Science, Higher Education and Technology.

242. SUCHODOLSKI, BOGDAN: **Współczesne przemiany kulturalne a zadania szkolnictwa w PRL.** (Modern Cultural Changes and the Tasks of Schooling in the Polish People's Republic). *Wieś Współczesna* 1972, No. 6, pp. 27–36.

The author analyzes the concept of culture and discusses changes occurring in the field of culture in the present times. Emphasis is given to popularization of culture among all the social strata and to inclusion of attitudes toward life, committment and intensiveness of experience into the scope of culture in the broad sense of the word. Attention is then concentrated on the role of education and the preparation of Polish schooling for these tasks. The author distinguishes two main kinds of tasks: 1) preparation for the profession and 2) preparation for participation in culture, pointing to the fact that the second group of tasks is not being satisfactorily realized. Improvements in this field are, in his opinion, indispensable for work and social activity and form a significant factor of the technological progress and democracy.

243. SZCZEPAŃSKI, JAN: **O konstruowaniu modelu ustroju oświaty przyszłości.** (Constructing a Model of Future Education). *Nowa Szkoła* 1972, No. 5, pp. 2–4.

The author expresses his opinion on the problem of constructing a model of education which would satisfy the needs of the national economy and prove adequate to aspirations of adolescents. According to the author, the educational system should be fully self-adaptative to developmental trends in the society, self-perfective and flexible at all levels of schooling. In order to avoid hasty changes, each new model should be tested for necessity, effectiveness and functionality. Since devices for self-adaptation and self-perfection must be based on investigations concerning work of schools and educational achievement, the network of research centers ought to be considerably expanded. In the final part of the article the

author stresses the need to abondon the well-worn patterns of thinking about education and schooling.

244. WILOCH, TADEUSZ J.: **Struktura systemu oświatowo-wychowawczego a perspektywa rozwoju szkolnictwa.** (The Structure of the Educational System and Prospects of the Development of Schooling). *Nauczyciel i Wychowanie* 1972, No. 1, pp. 3–15.

Defining the educational system as a set of school and nonschool institutions collaborating to attain well-planned objectives, the author analyzes the degree of this attainment according to main assumptions of the structure of the system (establishing institutions, their principles, accessibility, collaboration with other institutions, character and administration). On the basis of these considerations postulates are advanced with respect to changes in the organization of schooling. The proposal of the new system includes the following levels 1) preschool education for five-year-old children. 2) school start at the age of six, 3) obligatory eight-year primary school. 4) two-year gymnasium, 5) two-year lyceum for graduates of gymnasium — preparation for studies and 6) higher studies with differing periods of instruction.

245. WILOCH, TADEUSZ J.: **Zakres kształcenia obowiązkowego.** (The Scope of Obligatory Education). *Nauczyciel i Wychowanie* 1972, No. 3, pp. 3–13.

The article is devoted to problems of obligatory education. The concept of obligatory education is discussed as well as various possible meanings of the term. Three basic meanings are here analyzed: 1) structural, referring to definite types of educational institutions in which whole population should be trained, 2) structural-functional, referring to obligatory education in individually chosen schools, i.e. everybody is obliged to graduate from a school of a chosen type or is obliged to participate in training at a given age and 3) legal-functional, referring to education at a given age. Various aspects of obligatory education lasting twelve years are then considered as well as ways of its implementation in Polish schools.

IV. SOCIAL AND EDUCATIONAL SCIENCES

246. BALCEREK, MARIAN: **O dalszy rozwój systemu opieki nad dzieckiem.** (Further Development of the System of Care for Children). *Problemy Opiekuńczo-Wychowawcze* 1972, No. 5, pp. 12–18.

The author discusses various existing forms of care for children and adolescents and their role in the overall educational system. Four trends in the development of care activities are distinguished: 1) aid given to the family, 2) developing care activities in school, 3) searching new forms of care (whole-day schools etc.) and 4) environmental care. At present care is given mainly in the form of grants, scholarships, places in boarding-houses, day-clubs, kindergartens, nursery schools, children's homes, special institutions, houses of correction as well as in advisory centers of various types. The development of care activities is presented on the basis of ample statistical data for the years 1937–1972. Legal foundations of the system of care in Poland are also discussed, special attention being given to the Act of June 15, 1961 concerning the development of the educational system. The Act reflects all the theses of the Declaration of the Child's rights. Considerable improvement has been gained through integration of the system of care into the overall educational system. Proposals of further development in this field are then presented. It is postulated to establish a central institution — a Department for Care and Tutelary Activities at the Ministry for Education which would coordinate activities in particular voivodships and districts. A nationwide discussion is also postulated pertaining to forms and scope of tutelar activities.

247. GMYTRASIEWICZ, MICHAŁ: **Niektóre społeczno-ekonomiczne problemy kształcenia młodzieży wiejskiej.** (Some Social and Economic Problems of Training Rural Youth). *Wieś Współczesna* 1972, No. 7, pp. 29–39.

On the basis of statistical data illustrating demographic processes in Poland the author states that rural regions will soon become the main source of increase in the num-

ber of population and in consequence — of primary school graduates. In view of these facts the problem of providing equal educational opportunity for children from urban and rural regions is analyzed. The following factors are discussed at length: 1) increasing social funds for training rural youth, 2) improving the quality of instruction in rural schools, 3) improving the infrastructure of rural schools, 4) increasing the number of boarding houses and extending financial aid for rural youth. In the final part of the article the author concentrates on post-primary education, social structure of secondary school pupils, educational opportunity of graduates from rural primary schools and drop-out. Ample statistical data are included.

248. GORISZOWSKI, WŁODZIMIERZ: **Funkcja wychowawcza książki.** (Educational Function of the Book). Wydawnictwo „Śląsk", Katowice 197" 401 pp.

The book presents the impact of reading on the reader's personality. Considerations are based on a review of main Polish and foreign researches on reading habits in youth carried out from the end of 19th century till the year 1970. The main part of the publication presents the author's research on biopsychic and socio-pedagogical conditioning of reading habits formed by home environment, schools and other educational institutions. Investigations which covered 16,907 subjects from the voivodship of Katowice were carried out in the years 1955–1970. Research techniques used were: historical-comparative analysis, analysis of library documents, questionnaires circulated among librarians, teachers, pupils and publishers, observation, experiment and achievements tests. Discussion concentrates on the formation of reading habits in children and adolescents as well as on the impact of reading on the reader's personality. Ample bibliography of the subject is included covering both Polish and foreign publications concerning reading habits, methodology of research on the subject and the theory of reading.

249. JAROSIŃSKA, MARIA: **Przystosowanie młodzieży robotniczej do pierwszej pracy.** Z prac Instytutu Filozofii i Socjologii PAN. (Adjustment of Workers' Youth to the First Job. Works of the

Institute for Philosophy and Sociology at the Polish Academy of Sciences). „Książka i Wiedza", Warszawa 1972, 291 pp.

The publication is based on empirical research and pertains to the adjustment of youth to their first job. Two groups of subjects were investigated: young people entering a profession and older workers forming the professional environment. As far as the first group of workers is concerned the following problems were consiedered: 1) adjustment to the profession and attitudes toward the profession as formed by vocational schools, 2) preparation for the profession and changes in the attitude toward it after the preliminary practice-period, 3) integration of graduates of vocational schools in the social environment of the employing institution during the practice-period. The second part of the publication contains a discussion of opinions issued by older workers from two groups: those who entered the profession in the interwar period and those who entered it after the war, against the background of their professional careers and psycho-social characteristics. Research has been carried out in four phases: 1) research on graduates of vocational schools in 1965 (267 questionnaires), 2) research on professional careers of 15 graduates from the year 1963 (questionnaires, interviews, analysis of documents), 3) research on graduates from the year 1964/65 in seven big industrial plants and 4) 19 case-studies of graduates during practice-periods. Data were also used drawn from research on a national scale and pertaining to all people with professional practice exceeding twenty years.

250. JUNDZIŁŁ, IRENA: **Potrzeby opiekuńczo-wychowawcze w środowisku wiejskim.** (Tutelar and Educational Needs in the Rural Region). *Wieś Współczesna* 1972, No. 7, pp. 105–115.

The article reports on research carried out in the year 1971 on a sample of 348 pupils from grades V–VIII in five rural schools. The sample has been stratified according to the type of ownership (children from private and state farms). Tutelar and educational needs are discussed springing from 1) social and geographical environment, i.e. transport, network of schooling, culture, industrialization, 2) living conditions in the family i.e. amount of education

in parents, their prestige, reading habits, access to mass-media, 3) children's aspirations and motivation for learning. Investigations were carried out through questionnaires. On the basis of research results the author discusses the level of aspiration in rural children, their choice of post-primary schools, their opinions on schools and teachers. Shortcomings of tutelar and educational system are then discussed in detail.

251. KAMIŃSKI, ALEKSANDER: **Funkcje pedagogiki społecznej.** (Functions of the Social Pedagogy). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 348 pp.

The publication is a systematic presentation of knowledge from the field of social pedagogy. Chapter I discusses the origin of the discipline, its place among the pedagogical sciences, its characteristics as well as views of its past and present representatives (Pestalozzi, Owen, Krzywicki, Abramowski, Radlińska, Natorp, Richmond, Wroczyński). Chapter II contains definitions of basic concepts as, for instance, education, environment, individual and social needs, culture, patterns, social diagnosis, social compensation, care, social work, etc. Chapter III presents socio-educational aspects of basic elements of the environment i.e. of family, school, residential quarter, employing institution and social organizations. Chapter IV characterizes activities of selected institutions of educational and social care: clubs, day-clubs, houses of culture, popular and people's universities, camps, parks etc. Successive two chapters present methods and techniques of social and educational work, individual case technique (M. Richmond), group work, organizing local community for social tasks, attention being given to the evolution in forms of social work as well as in its scope. In the final chapter socio-educational problems of several branches of the social pedagogy are discussed: non-lesson activities of the pupils, leisure time, medical care as well as some problems of juvenile delinquency and gerontology.

252. KAWULA, STANISŁAW: **Wiedza pedagogiczna rodziców wiejskich.** (Pedagogical Knowledge of Rural Parents). *Wieś Współczesna* 1972, No. 4, pp. 34–42, No. 6, pp. 63–70.

The article reports on the research carried out on a sample of parents from 18 villages in the region of Płock in the year 1971. Research objectives were to state the amount of pedagogical knowledge of rural parents, the type of this knowledge (traditional or modern), its changes resulting from industrialization, impact of contacts with urban areas on the amount and quality of this knowledge and impact of the type and quality of education. Questionnaires have been circulated consisting of 18 open-ended questions and 42 statements to be supported or rejected by village parents. Data have been obtained from 318 subjects. Analysis revealed that industrialization proves to be the most important factor influencing pedagogical knowledge of rural people. This was explained by frequent contacts with urban areas, changing typically rural behavioral patterns. Correlations as between other variables are discussed at length.

253. KOWALSKI, STANISŁAW (ed.): **Selekcyjne funkcje wychowania.** (Selective Functions of Education). Zakład Narodowy im. Ossolińskich, Wrocław 1972, 351 pp. Studia Pedagogiczne Vol. 23. (Studies in Education, Vol. 23).

The present volume of "Studies in Education" devoted to selective functions of education is based on 10-year investigations carried out by research centers in Poznań, Gdańsk and Warsaw. The volume is formed of three parts. Part 1 deals with the passage from primary schools to secondary schooling or to professional work; part 2 is devoted to selective functions of the secondary school; and part 3 — to selective processes in post-secondary and higher schooling. The leading article by E. Hajduk is of a methodological character and is devoted to the conditioning of selection for teacher training institutions. E. Breitkopf discusses careers of primary school graduates, M. Nowak concentrates on the same problem in the light of school orientation activities and its effectiveness. K. Suszek and Z. Zacha discuss selection processes in the big town as compared to those in other types of the social environment. W. Galant, L. Kurpisz and L. Czajka analyze school selection processes in industrialized regions and changes in the level of aspiration of rural adolescents.

A. Nawrot presents careers of primary school graduates in the years 1945–1967 in two villages of different socio-economic structure. Among articles included in part 2 of the volume those by L. Bielewicz and E. Brach should be mentioned as they discuss specific problems of school selection in the so-called rare schools (e.g. shipbuilding or music schools) giving bases to analysis of selection processes in other secondary schools. Part 3 of the volume contains articles by M. Jakowicka, M. Gilda and K. Suszka on the social characteristics of candidates for studies and students.

254. KOZAKIEWICZ, MIKOŁAJ: **Kariery płockie.** (Careers in the City of Płock). „Nasza Księgarnia", Warszawa 1972, 314 pp.

The book presents research on the development of schooling in the region of Płock. Investigations were carried out in the Section for Research on Industrialized Regions at the Polish Academy of Sciences in the years 1967–1969. A monographic description of developmental trends in the system of schooling emphasizes links between the socio-economic and the educational growth. The publication is divided into six parts. Part 1 and 2 deal with educational aspects of industrialization and with basic changes in the network of schools. Part 3 presents schooling against the background of economic needs of the region expressed in manpower vs. employment. Part 4 contains statistical data concerning the number of pupils in schools of various types and levels, popularity of schooling, its range and scope. Part 5 presents expenditure on education on the part of parents as compared to their participation in facilities caused by industrialization. Part 6 lists research problems still open and includes a number of conclusions and postulates based on research results available.

255. KWIECIŃSKI, ZBIGNIEW: **Diagnostyczność oceny szkolnej a środowisko.** (The Diagnostic Value of School Marks and the Environment). *Ruch Pedagogiczny* 1972, No. 3, pp. 261–269.

The article reports on research concerning the dependencies between the functioning of the primary school, the educational achievement of its pupils and the social environment. Research objective was to state whether the

same school mark given to pupils in various types of the social environment is referred to the same educational achievement. Tests in science and the Polish language were administered on the sample of 6679 pupils from grades VIII of primary schools in two regions differing in the degree of industrialization. Then the distribution of scores on the test and of marks obtained in school was analyzed. Research revealed that percentages of poor and good marks to some degree reflect differences in the functioning of schools. Whenever the same marks in various schools are noted, evident high correlation appears as between educational achievement and the degree of industrialization, i.e the higher the industrialization in his environment, the better the actual knowledge of the pupil.

256. KWIECIŃSKI, ZBIGNIEW: **Problem społeczny odpadu szkolnego.** (Social Aspects of Drop-Out). *Nauczyciel i Wychowanie* 1972, No. 3, pp. 46–61.

The article reports on research concerning drop out in rural schools. Investigations aimed at defining the nature of drop-out in rural schools stating its characteristics, etiology, consequences and remedial measures. The sample amounted to 861 pupils examined according to two methods. One group of pupils was investigated ex post on the basis of school documents, interviews with pupils and teachers, i.e. against the background of social and educational conditions. The second group of pupils was investigated through case study i.e. through observation and description of processes leading to drop-out. Research results are discussed in detail, much attention being given to remedial measures leading to either elimination of drop-out in rural regions or at least to diminishing its scope.

257. KWIECIŃSKI, ZBIGNIEW: **Struktura społeczna a poziom funkcjonowania jednolitej szkoły podstawowej.** (Social Structure and the Functioning of a Uniform School). *Wieś Współczesna* 1972, No. 3, pp. 77–89.

The article is a report on research carried out in the year 1971/1972. Investigations covered 6889 pupils in terminal

grade of the primary school in two industrialized regions with differing spatial structure and differing socio-economic level. Research aimed at stating the quality of schools' functioning measured by means of a vocabulary test including items drawn from all subjects taught in grade VII of the primary school. Correlation was then sought as between scores on the test and the following factors: distance between school and residence, social origin of pupils, amount of education in parents, professional work of the mother. Correlations between the functioning of school and the social structure of its pupils were also investigated. Research revealed that a) pupils' knowledge reflects not only their social origin but also the socio-economic characteristics of the environment, b) the functioning of school reflects both the social structure of its pupils and the type of the region in which it is situated, c) the uniform school developed mechanisms of differentiating and eliminating selection (better and worse classes, drop-out) and schools for "false-adults".

258. LEPALCZYK, IRENA: **Wykolejenia dzieci i dorosłych w małym mieście.** Wybrane zagadnienia pedagogiczno-społeczne. (Lowering Moral Standards of Children and Adults in Small Towns. Selected Social and Educational Problems). Zakład Narodowy im. Ossolińskich, Wrocław 1972, 260 pp. Monografie Pedagogiczne (Educational Monographs) Vol. 37.

The book reports on research carried out in one Polish small town and in its neighborhood in the period of years 1959–1963. Investigations, under the scientific leadership of Professor A. Kamiński from the University of Łódź, aimed at stating the size and type of social disorganization as alcoholism, delinquency, drop-out, etc. Symptoms of social disorganization were analyzed in connection with the following factors: broken homes, negative social mobility, lowering of moral standards, psychic and physical handicaps. Main emphasis in the present publication is given to the effects of these processes on individual's family, his environment and the local community. The following research techniques were used: interviews with 105 subjects, questionnaires, observation, analysis of acts in juvenile courts, case-study, inspection of selected insti-

tutions and interviews with local authorities. Discussion presents the above-mentioned set of problems in the pre-industrial phase and in the stage of industrialization.

259. LEWIN, ALEKSANDER (ed.): **Dylematy wychowawcze.** Z badań nad zachowaniem społecznym uczniów szkoły średniej. (Educational Dilemmas. Research on Social Behavior in Secondary School Pupils). „Nasza Księgarnia", Warszawa 1972, 243 pp.

The book presents research carried out in the years 1965–1968 in the Section for Social and Moral Education at the Institute for Education in Warsaw. Investigations on the problem of social behavior in secondary school pupils took place in all types of secondary schools (full and non-full, general and vocational), each research covering 800–1000 pupils. J. Maciaszkowa investigated teacher-pupil interactions, H. Barankiewicz dealt with pupils' attitude toward school requirements, M. Pelcowa completed research on social work by the secondary school pupils and their attitude toward social property, while M. Czarniewicz concentrated on the participation of school in the formation of pupils' interests and the organization of pupils' leisure time. A. Lewin discusses the evaluation of social behavior as an instrument of educational influence. Analysis of research results points to some problems which lead to considerable changes in the whole educational system, i.e. eliminating caesura between the primary and the secondary school, introducing new criteria for the evaluation of pupils' behavior and changing the pattern of teacher–pupil interactions.

260. ŁOBOCKI, MIECZYSŁAW: **Wychowanie jako świadome organizowanie działalności dzieci i młodzieży.** (Educational Influence as a Conscious Organization of Children's and Adolescents' Activities). *Nauczyciel i Wychowanie* 1972, No. 1. pp. 34–44.

The author presents characteristics of the modern theory of socialist education giving special attention to psychological, pedagogical and sociological aspects of the organization of children's and adolescents' activities. Three main educational systems functioning at present are considered:

a) the autocratic system, b) the individualistic system and c) the socializing system. The author states that the third system being a synthesis of the two former ones is at the same time an attempt at overcoming all their shortcomings. Basic elements of the system are then discussed, emphasis being given to the role of children's own activity and to the inspiratory role of the teacher. A balance between strong educational influence of the teacher on the one hand, and liberty of the pupils on the other, can be achieved in the new system which could draw from the pedagogical experience of J. Korczak, C. Freinet and A. Makarenko.

261. PANEK, WENANCJUSZ: **Niepowodzenia uczniów a struktura procesu ich myślenia.** (School Failure and the Structure of Thinking Processes in Pupils). *Nowa Szkoła* 1972, No. 5, pp. 38–40.

The author claims that although school failure is generally ascribed to the lack of abilities in pupils, the main cause lies in the faulty structure of their thinking processes. Considerations are based on data collected at the Psychological Advisory Center in Białystok in the year 1970. Out of 547 cases, 102 were selected for a detailed analysis. Wechsler's and Binet-Terman tests were used in the course of investigations, which demonstrated that as many as 69 percent of pupils have been ranked within the norm. Further research revealed shortcomings in concept-production decision-making processes and as well as in the information system. The author postulates to introduce on a large scale diagnostic procedures with the aim to state the type of disturbancies in the structure of thinking processes. Proper diagnosis will, in the author's opinion, form a solid foundation for corrective exercises and in consequence — for eliminating the majority of school failure cases.

262. PRZECŁAWSKI, KRZYSZTOF (ed.): **Młodzież w osiedlach spółdzielczych.** Sprawozdanie z badań. (Youth in Cooperative Centers. Research Report). Zakłady Wydawnicze CRS, Warszawa 1971, 107 pp.

The publication presents research on forms and methods of educational work carried out by housing cooperatives with adolescents aged 14–19. Investigations covered seven housing cooperatives both lying in the center and on the periphery of five big towns in the year 1969/1970. Research techniques used were a) interviews with adolescents participating in activities organized by cooperatives and those not participating in any kind of activities, b) interviews with parents of both groups of adolescents, c) analysis of documents (plans, reports, lists of inhabitants in residential quarters belonging to the given cooperative, etc.). On the basis of research results it has been stated that in big towns educational work carried out by housing cooperatives within residential quarters became third in importance, immediately after family and school. A new profession of educators in charge of leisure time activities is formed within the administration of residential quarters, its representatives being now of varying degree of education and pedagogical training. Adolescents strongly approved of all the activities initiated by cooperatives, although differences can be noted dependent on the size of the residential quarter, its social structure and the influence of youth organizations in the local community. The final chapter of the publication contains postulates aiming at further improvement in educational work of this type.

263. SIKORSKA, ALINA: **Wybór zawodu dla dzieci w rodzinach wiejskich.** (Choice of a Profession for Children in Rural Families). *Wieś Współczesna* 1972, No. 6, pp. 138–143.

The article contains an analysis completed in 1967 at the Institute of Agricultural Economics. The analysis pertained to the choice of a profession for children in rural families investigated on a sample of 10826 children and 697 agricultural workers. In the present article differences in opinions of various professional categories according to the social and professional situation of a given family are discussed at length. Research revealed that the majority of parents do not want their children to continue their professional work and advise them to take up industrial professions connected with urban regions. Differences are however noted according to the size and pro-

ductivity of the farm. Whenever high productivity of the farm was stated, positive opinions concerning the work on the farm and wishes that children remain on it were noted. In these cases industrial professions never appear on top of the list. As to the employees of state farms, the majority of respondents choose workers' professions as well as those of technicians, clerks and teachers. Here appears the most evident trend to change the children's profession. Although mental work is mentioned, industrial professions are much higher appreciated by this group of respondents. It was also stated that the best education is given to those children who are going to leave the farm.

264. SKROŃSKA, ANNA: **Niektóre zagadnienia niedostosowania społecznego.** (Some Problems of Social Maladjustment). *Problemy Opiekuńczo-Wychowawcze* 1972, No. 5, pp. 34–38.

The author presents investigations carried out on 20 boys aged 11–18 from the Tutelar First Aid Center in Michalin. Investigations pertained to main causes of social maladjustment and possibilities to carry out successful resocialization activities. Three main causes have been pointed out: 1) improper home environment (alcoholism, lack of emotional ties between parents, lack of interest in the child), 2) rejection by the school community especially in the case of neurotic children and 3) delinquency resulting from rejection. Since social maladjustment is considered a disease, both preventive measures and resocialization proper should be carried out in order to elicit and strengthen positive and desirable behavioral patterns. Attention is also given to activities of the so-called Social and Educational Committees in the field of prevention, stress being laid on the fact that without a long-term aid — no satisfactory results in the fight against delinquency can be expected.

265. SMARZYŃSKI, HENRYK: **Środowisko społeczne nieletnich przestępców.** (Social Environment of Delinquent Adolescents). *Ruch Pedagogiczny* 1972, No. 2, pp. 154–167.

The publication is devoted to the etiology of delinquency in adolescents and to the resocialization possibilites. Considerations are based on research carried out at the De-

partment for the Theory of Education of the Higher School for Education in Cracow on a sample of 130 juvenile delinquents from the Tarnów house of correction. Investigations revealed that most of the young delinquents were of urban origin (90%), the majority are of workers' origin (89.2%), especially from broken homes (40%) or big families with both parents working while 67.6% come from alcoholic families. On the basis of ample statistical data and of several case-studies the author proves that the social environment is the main factor in the origin of delinquency. A discussion follows of the effectiveness of therapeutic and resocialization measures which are stated to be dissatisfactory. The author postulates to promote preventive measures on a large scale through the introduction of prolonged-day schools and increasing the number of houses of culture, youth clubs, etc.

266. SZEWCZUK, WŁODZIMIERZ: **Psychologiczne podstawy zasad wychowania.** (Psychological Foundations of Attitude-Formation in the Educational Process). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1972, 150 pp.

Part 1 of the book contains considerations pertaining to principles of attitude-formation on the one hand, and principles of instruction, on the other. Links between the two groups of principles are sought as viewed by the most prominent educators. Several classifications used in the Polish educational system with respect to principles of instruction and principles of attitude-formation are presented and discussed (e.g. K. Sośnicki's, M. Skatkin's, W. Okoń's and H. Klein's). Part 2 is an attempt at providing full scientific justification of nine principles of attitude-formation in the educational process, i.e. motivation, activeness, practicability, immediacy, receptiveness, systematicity, durability, collectiveness and individualization. Discussion is based on modern psychological and pedagogical writings.

267. SZYSZKO-BOHUSZ, ANDRZEJ: **Wychowanie przez pracę w Ochotniczych Hufcach Pracy.** (Education Through Work in Voluntary Labor Troops). Wydawnictwo Wyższej Szkoły Pedagogicznej, Kraków 1971, 289 pp.

The publication presents organizational, legal and educational aspects of two-year Voluntary Labor Troops in Poland. Considerations are based on data obtained in the years 1969–1970 in nine centers of Troops in the Warsaw, Baltic and Silesian regions. Data have been collected by means of observation, questionnaires, interviews, mental and psychological tests and analysis of documents. Detailed investigations covered 559 members of troops. The following problems are of primary concern according to the author: 1) the educational influence of participation in the Voluntary Labor Troops, 2) the hierarchy of factors within this influence 3) most effective methods of exerting educational influence. Stress was laid on factors conditioning effectiveness and helpfulness of the Troops' work in big industrial plants. Attention is also given to methodological aspects of research on the subject. The publication contains eight chapters. Chapter I discusses education through work against the background of Polish and foreign writings; Chapter II presents the research design; Chapter III describes sociological and educational characteristics of the sample; Chapter IV — the style of life in the Troops: Chapter V and VI — the organizational and legal structure of the Troops, professional training and educational methods; Chapter VII — leisure time, and Chapter VIII — conclusions. Postulates are also advanced concerning the educational and organizational aspects of Troops.

268. TYCZYŃSKA, ANNA: **Projekt systemu oceniania szkół.** (Proposal of a New Evaluation System for Schools). *Nowa Szkoła* 1972, No. 5, pp. 22–26.

The author advances a suggestion to change the present methods of evaluating schools in the course of inspections. A new model has been worked out by the educational authorities in the City of Poznań. The project contains the following sections: 1) Principles of Evaluating Schools, 2) Criteria for the Evaluation, 3) Evaluation of the Headmaster's Work and 4) Evaluation of the Teachers' Work. In the new model evaluation takes place on the basis of educational achievement in a given school as well as of its present activities. Analysis pertains to didactic, educa-

tional and tutelar functions of school and to its administrative activities. Headmaster is evaluated according to the following criteria: planning, organization and management, stimulation of activities and control, while teachers' work is analyzed from the point of view of educational achievement in pupils, their attitudes and behavior. Instead of lengthy reports, justified recommendations are introduced. The new system has already been discussed by headmasters, teachers and inspectors in the voivodship of Poznań.

See also: 284–285, 302, 309.

V. TEACHER'S PROFESSION

269. BANDURA, LUDWIK: **Prognostyczne spojrzenie na zawód nauczycielski.** (A Prognostic View of the Teachers' Profession). *Ruch Pedagogiczny* 1972, No. 3, pp. 253–260.

The author discusses future divisions within the school staff. In his opinion, not only subject specialists will be employed but also specialists for definite tasks as, for instance, psychologists and sociologists who would take care of backward pupils and investigate social environment of pupils. Necessity is also pointed out of employing specialists in the field of technical aids in the process of instruction, radio, television, audio-visual aids, educational films, teaching machines, programs, etc. The development of the new discipline of educational measurement, docimology, promoted construction and standardization of measurement instruments, which also requires specialists in tests and scales. In addition to prognostic considerations pertaining to the division of labor within the school staff the author discusses also the pre- and in-service teacher training indispensable for attaining all the educational objectives of the future school.

270. CZEKAJOWSKI, RYSZARD and KŁYŚ, TERESA: **Asystenckie studia przygotowawcze w uczelni.** (Studies Preparing for the Post of the University Teacher). *Życie Szkoły Wyższej* 1972, No. 4/5, pp. 82–89.

The what are called preparatory studies are practically the only existing form of recruiting and training future university teachers and research workers at universities. Investigations on the course and effectiveness of instruction at studies of this type were carried out at the Academy for Mining and Metallurgy in Cracow. Researchers analyzed individual plans of studies as well as educational tasks of tutors according to the following criteria: 1) curriculum of studies and the time-table, 2) forms and efficiency of leadership on the part of actual university staff, 3) preparation of students for research work, 4) preparation for teaching at the university level, and 5) difficulties encountered in the first period of work as a university teacher and research worker.

271. KRAWCEWICZ, STANISŁAW: **O efektywne doskonalenie nauczycieli.** (Effective Raising Teachers' Qualifications). *Nauczyciel i Wychowanie* 1972, No. 3, pp. 113–126.

The article discusses the present system of in-service teacher training and raising teachers' qualifications. Ways of increasing efficiency of training are considered within the existing organizational forms. The second part of the article is devoted to possibilities of introducing changes in these forms and to reshaping organizational frames of in-service teacher training at courses of various types. Changes are discussed from the point of view of economic and demographic needs of schooling. Theses included in the speech delivered on the conference of heads of teacher training centers are also presented.

272. KULPA, JAN: **Problemy kształcenia nauczycieli w działalności ZNP.** (Teacher Training in the Activity of the Polish Teachers' Association). *Nauczyciel i Wychowanie* 1972, No. 9, pp. 73–90.

The article gives an overall view of the campaign carried out by the Polish Teachers' Association and pertaining to teacher training. Detailed analysis covers the period of years 1909–1969. The author presents proposals of successive reforms of teacher training, the postulates advanced by the Association and concrete achievements in the form of establishing new teacher training institutions

with new curricula and new teaching plans. Teacher training carried out directly by the Association in the years 1918–1939 is presented in detail as well as clandestine teacher training during the Nazi occupation. Problems of teacher training in the Polish People's Republic and the role of the Association in giving shape to this training are also given consideration.

273. **Niektóre problemy pracy pedagogicznej nauczyciela.** (Some Problems of the Teachers' Educational Work). Państwowe Wydawnictwo Naukowe, Poznań 1971. 114 pp. Bydgoskie Towarzystwo Naukowe. Prace Komisji Pedagogiki i Psychologii. (Bydgoszcz Scientific Society. Works of the Commission for Pedagogics and Psychology, Vol. 12).

The publication contains five articles. The first, written by J. Jakóbowski, presents an analysis of the teachers' time-table. The analysis pertains merely to young teachers (up to three years of work in the profession) and is a fragment of research which is being carried out on the subject. The second article by E. Trempała discusses activities initiated in the voivodship of Bydgoszcz in order to reveal causes of failure in realization of school curricula. Emphasis is given to self-instructional aspects of these activities carried out mostly by the teachers. H. Kaja concentrates on the problem of control and evaluation through his research on primary reading and draws a comparison as between the results obtained in the course of his research and those obtained in other investigations on the subject. Much attention is given to the types of error and their etiology. The final article, by E. Frykowski is devoted to the difficult didactic problem of actualization.

274. ORLOF, EUGENIUSZ: **Droga do zawodu nauczycielskiego.** (Way to the Teacher's Profession.) *Nauczyciel i Wychowanie* 1972, No. 2, pp. 92–104.

The author considers problems of preparation for the teachers' profession from the point of view of the choice made by secondary school graduates on the one hand and of pre-service training in colleges, on the other. Discussion of the problem is based on research carried out in the

year 1967 on a stratified sample of graduates from various teacher training institutions, 125 subjects altogether. Investigations concentrated on the professional start of graduates entering the teacher's profession and were carried out by means of the following techniques: questionnaires, interviews with teachers, headmasters and educational authorities, observation of lessons, guided autobiographies and analysis of documents. Detailed analysis of research results is presented, emphasis being given to motivation for the choice of the teacher's profession, course of studies, attitude toward the profession and eventual changes in this attitude, difficulties encountered in the period of adaptation to the profession and quality of instruction given by young teachers.

275. ORLOF, EUGENIUSZ: **Początki pracy nauczyciela w szkole wiejskiej.** (Starting Professional Work by the Rural School Teacher). *Nauczyciel i Wychowanie* 1972, No. 3, pp. 91–104.

The article reports on research carried out on a sample of 125 teachers in 92 rural schools. The following problems were of primary concern for the researcher: 1) social environment and conditions of employment, 2) entering the profession, first contacts with the rural area and the rural school, 3) time-table of the teacher, his teaching load, leisure time, preparation for lessons, etc. 4) the scope of social and cultural tasks to be fulfilled by the rural teacher, 5) raising professional qualifications at courses and through self-instruction, 6) interaction within the school staff and the rural community. On the basis of data obtained through research the author discusses the main difficulties encountered by young rural school teachers, their adaptation to the profession, attitude toward the profession and toward social work closely connected with educational tasks in school as well as problems of raising professional qualifications.

276. RUTKOWIAK, JOANNA: **Błędy dydaktyczne początkujących nauczycieli.** (Errors in Teaching Committed by Young Teachers). *Nauczyciel i Wychowanie* 1972, No. 3, pp. 104–113.

The author deals with the quality of instruction given by young teachers entering the profession. Investigations

have been carried out on two aspects of the problem 1) the overall conception of lesson as a teaching-learning unit, awareness of its objectives and planned ways of attaining them, and 2) learning situations created by the teacher and the degree of attainment of desired and planned objectives. Discussion of errors committed by young teachers is divided into two parts: a) errors consisting in the lack of clarification of learning tasks and educational objectives and b) errors consisting in choosing wrong ways to attain these objectives.

277. WIATROWSKI, ZYGMUNT: **50 lat walki ZNP o kadry dla szkolnictwa zawodowego.** (50 Years of Campaign of the Polish Teachers' Association for Staff of Vocational Schools). *Przegląd Historyczno-Oświatowy* 1972, No. 2, pp. 247–260.

The Polish Teachers' Association started its campaign for the proper staffing of schools and especially of vocational schools as early as at I Teachers' Assembly, held March 14–17, 1919. Although no clear-cut solutions were obtained, the Assembly proved to be significant for the future of vocational schooling. For the first time the professional movement of vocational school teachers was started, attention was drawn to vocational education and first advanced colleges training teachers for vocational schools were established. In the interwar period a number of colleges conducting pre-service training considerably increased and the Association of Vocational School Teachers was founded. The campaign was then continued in the Polish People's Republic. Rapid development of vocational schooling was noted which again brought about problems of the proper staffing of newly-founded schools. At present the Polish Teachers' Association organizes numerous inservice training courses for vocational school teachers and actively participates in the discussion on the final shape of the reform of teacher training.

278. WIATROWSKI, ZYGMUNT: **Problemy kształcenia nauczycieli szkół zawodowych.** (Problems of Training Teachers of Vocational Schools). *Nauczyciel i Wychowanie* 1972, No. 2, pp. 104–111.

In the first part of the article the author analyzes the role and place of vocational schooling in the overall educational system as viewed by the most prominent Polish pedagogues. This serves as a basis for further considerations on the subject of training teachers of vocational schools. Discussion concentrates on procedures in modeling the system of teacher training. 1) analyzing needs for qualified cadres on the staff of vocational schools, 2) stating the present possibilities to train specialists in the field, 3) investigating the social prestige of the teacher as well as that desired, and 4) analyzing the educational ideal in teacher training colleges. The new system should take into account a) preparation for work in the profession, b) adaptation for a profession and specialization, and c) modernization of both specialistic and pedagogical knowledge. Specific problems of training teachers of general subjects, theoretical vocational subjects and practical vocational subjects are also discussed.

279. ZARZYCKI, JÓZEF: **Kontakt nauczycieli z piśmiennictwem pedagogicznym.** (Teachers' Contact with Pedagogical Writings). *Ruch Pedagogiczny* 1972, No. 2, pp. 215–220.

The article is a report on research on pedagogical writings as an aid in realizing educational objectives. Research aimed at stating teachers' contacts with pedagogical writings, helpfulness of these writings in the organization of the teaching process and the actual influence they exert upon the educational practice. Investigations covered all primary schools in the voivodship of Białystok in the year 1970/71. Out of ananymous questionnaires circulated among the teachers 639 answers were obtained. 25.4 percent of the subjects declared that pedagogical writings are an aid in their everyday work, although most of them placed this aid at the fourth place, after consultations with workers on the staff of Centers for Teaching Methods, radio or TV educational programs and in-service courses organized by the Polish Teachers' Association. Most of the subjects however proved to be unaware of the value of pedagogical writings either as an aid in planning educational influence or as a source of information on achievements of pedagogical sciences.

VI. SCHOOLS AND INSTITUTIONS
(by type or level)

VI. 1. PRESCHOOL

280. WILGOCKA-OKOŃ, BARBARA: **O badaniu dzieci wstępujących do szkoły.** (Examining Children Entering School). *Życie Szkoły* 1972, No. 4, pp. 1–7.

On the force of the Ordinance issued in August 1971 by the Minister of Education all the children should be subjected to psychological observation and medical examination half a year before they enter school. In this way the school readiness of the child is to be stated, i.e. his mental, physical and social development and capabilities to adjust to school situation. The author of the article presents methods of measurement worked out in the Institute for Education. Measurement covers: a) child's mental development standardized test of 44 items, b) emotional and social development observation card and c) social environment questionnaire. Enrollment must then be accompanied by the establishment of preschool centers the task of which is to carry out compensatory activities for children with low school readiness. The author discusses causes underlying school failure and points to the necessity of stating primary and secondary causes. Against this background the role of measurement of school readiness is discussed at length.

281. ZABOROWSKI, ZBIGNIEW: **Wstępne badania nad altruistycznym zachowaniem naśladowczym u dzieci przedszkolnych.** (Preliminary Research on Altruistic Imitative Behavior in Preschool Age). *Wychowanie w Przedszkolu* 1972, No. 4, pp. 176–178.

The article reports on research on the sample of 23 children from one Warsaw kindergarten. Investigations aimed at stating the role of a model (a person to be imitated) in developing altruistic behavior in preschool age. Six-year-old children were told that each of them would get 10 candies, some or all of which can be given as a surprise to younger children on the occasion of the Christmas Eve. Then previously chosen models, i.e. children of the

same group although differing in popularity declared all their candies. Other children were supposed to consider the matter once again and give candies to their friends. Research revealed that imitative behaviors were tightly connected with the person of a model. Models with high popularity within the group elicited bigger amount of altruistic behavior. Correlation was also stated as between behavior and sex, as girls revealed stronger altruistic behavior. Detailed discussion of findings is presented.

VI. 2. PRIMARY

282. CACKOWSKA, MARIA: **Kierowanie działalnością poznawczą uczniów.** (Guiding Cognitive Activities of Pupils). *Nowa Szkoła* 1972, No. 5, pp. 33–37.

The author attempts to formulate an optimal strategy for guiding cognitive processes in pupils according to the modern theory of instruction. The strategy is based on a) the knowledge of structure and course of cognitive processes, b) regularities in the learning process, and c) scientific assumptions for the theory of leadership. Its objectives are 1) ensuring understanding and full acquisition of the teaching content and 2) stimulating the intellectual development of the pupil. The new strategy calls for precise clarification of educational objectives, working out effective teaching methods and exercising proper educational influence while leading cognitive processes. Galperin's phase model of forming intellectual activities is then discussed. The author points to some shortcomings of this model, mainly to its time-consuming aspect. In her opinion, the model in question can be successfully used merely at the primary level since the secondary level requires more independence on the part of the pupils. Much attention is also given to the teacher's style of leadership and its impact on the effectiveness of instruction.

238. JASTRZĄB, JADWIGA and MICKIEWICZ, JANINA: **Reedukacja uczniów z zaburzeniami w czytaniu i pisaniu.** (Reeducating Pupils with Reading and Writing Disturbancies). *Życie Szkoły* 1972, No. 5, pp. 29–37.

The authors present results of reeducation carried out in the year 1971–1972 at the Educational-Vocational Advisory Center in Toruń. Reeducation activities embraced pupils from 47 grades II in 24 primary schools. Discussion pertains to the first phase of activities i.e. preliminary investigations, interviews with teachers and parents, testing and placing in special compensatory groups, as well as to the second phase, i.e. to reeducation activities proper. Much attention is given to forms of liquidating deficiencies in learning analysis and synthesis. Ample exemplificatory material as, for instance, sets of corrective exercises are included.

284. MARZEC, TADEUSZ: **Wykorzystanie czasu wolnego przez uczniów szkoły podstawowej.** (Organization of Leisure Time in Primary School Pupils). *Nauczyciel i Wychowanie* 1972, No. 3, pp. 61–72.

The author of the article presents research on the organization of leisure time in primary school pupils (grades V–VIII). Investigations were carried out in the years 1966/67 — 1967/68 on a sample of 1230 pupils from primary schools in big towns and 1100 pupils from schools in small towns and settlements. Research techniques were: observation, parents' questionnaire, interview with teachers and employees of other educational institutions as well as directed compositions written by pupils. Analyzing research results the author discusses a) the amount of free time, b) the organization of leisure, c) the role of school in organizing leisure and in providing care for children in their free time, and d) the role of other educational institutions in organizing out-of-school activities.

285. MIKULSKI, JERZY: **Szkoła a procesy integracyjne w środowisku lokalnym.** (School and Integration Processes in the Local Environment). *Ruch Pedagogiczny* 1972, No. 2, pp. 168–179.

The article contributes to the discussion on the integral educational influence in the local environment, which calls for collaboration of school with parents and other educational institutions in achieving planned educational objectives. The ida of the environmental school is pre-

sented on the example of school No. 208 in Warsaw. In the author's opinion, this helps to promote integrational processes in the environment, since educational influence of school and environment are in a planned conformity, school having a strong impact on the life of the community. The author stresses the necessity to base the educational work on elements of the local environment as, for instance, family, groups of peers, youth organizations or cultural centers. The assumption being fulfilled, school becomes a leading force in the local environment and at the same time utilizes social sources for exerting proper educational influence. Activities initiated and guided by school aim at the preparation of the child for future in the society through transforming the local environment into the educational one.

286. WALCZYNA, JADWIGA: **Miejsce i rola nauczania początkowego w systemie szkolnym.** (Role and Place of Initial Instruction in the School System). *Nowa Szkoła* 1972, No. 6, pp. 9–14.

The author discusses problems of initial instruction in the present educational system. In the first part of the article basic features of child's intellectual and emotional development are pointed out, stress being laid on psychic flexibility and cognitive abilities calling for specific educational and teaching methods. Three main educational objectives at this level are formulated: 1) providing knowledge that will later permit the child to acquire systematic information, 2) forming skills of oral expression and individual work and 3) forming moral attitudes. On the basis of these considerations the author advances postulates to preserve one-teacher instruction during the first two years of the primary school and to introduce systematic instruction gradually during the third and the fourth year of the child's stay in school.

287. WIĘCKOWSKI, Ryszard: **Niektóre problemy reformy nauczania początkowego w klasach łączonych.** (Some Problems of Reform in Initial Instruction in Combined Classes). *Klasy Łączone* 1972, No. 3, pp. 129–136.

A Commission appointed by the Minister of Education prepared a draft of the reform of initial instruction to be

implemented in the year 1975/76. The educational and the organizational aspects must therefore be considered, the former dealing with educational objectives, the latter — with conditions indispensable for their attainment. In the present article three types of educational objectives are distinguished: a) providing proper care for each child, b) forming skills, and c) developing cognitive processes. The draft of the reform will strongly stress the first category of objectives. One of the most basic ways to attain them is organizing non-lesson and out-of-school activities, which would permit each child to fully satisfy his cognitive and developmental needs. What is also emphasized is the necessity to establish preschool centers which would prepare more backward children for entering school. Much attention is given in the article to skill-forming and cognitive objectives. In the present curricula cognitive objectives are considered to the predominant, less stress being given to skill-formative ones. The coming reform is going to change this hierarchy, adding more importance to skill-formative objectives. Examples are provided from the field of teaching Polish in combined classes in grades III and IV.

288. WIĘCKOWSKI, RYSZARD: **Projekt koncepcji naczania początkowego.** (Project of a New Model for Initial Instruction). *Nowa Szkoła* 1972, No. 6, pp. 19–23.

The author points to the necessity of quick changes in the structure of initial instruction which has been in effect since 1963. Basing on the classification of tasks to be fulfilled by initial instruction (a) cognitive, b) tutelar and c) skill-formative) the author analyzes teaching content in mother tongue and mathematics as well as selection and gradation of social, historical, natural, polytechnic and music contents. Emphasis is given to physical training at the primary level which, according to the author should start immediately after entering school so as to ensure proper psycho-physical development. Much place is devoted to elimination of uniformity which does not permit able pupils to fully utilize their capabilities. The author advocates individualization as well as the flexibility of the class-lesson system. Greater freedom should be granted

to teachers as far as the organization of the teaching process, its time schedule and methods are concerned. Increase in tutelar activities of schools is pointed out as indispensable alongside with the modernization of school equipment.

289. WIĘCKOWSKI, RYSZARD: **W poszukiwaniu nowej koncepcji nauczania początkowego.** (Search for a New Concept of Initial Instruction). *Nauczyciel i Wychowanie* 1972, No. 3, pp. 14–30.

The concept presented by the author pertains to educational and organizational aspects of initial instruction. Faulty proportions in three categories of educational objectives (tutelar, skill-formative and cognitive) as realized in the present system of initial instruction are discussed and postulates advanced on the subject. Special attention is given to skill-formative objectives, i.e. those covering skills to read, use spoken and written language, since this is considered true foundation of future education. Discussing organizational aspects of initial instruction the author suggests flexibility as far as curricula and learning tasks are concerned so as to promote individualization with respect to teaching content and teaching methods. Detailed suggestions in this field are presented.

290. ZALEWSKI, JÓZEF: **Problemy realizacji obowiązku szkolnego.** (Problems and Difficulties in Realizing Obligatory Education). *Nauczyciel i Wychowanie* 1972, No. 2, pp. 61–71.

The author presents statistical data pertaining to the realization of obligatory education in Polish primary schools. It is emphasized that avoidance of obligatory education in rural areas is twice that in urban regions, the percentages being 0.7 and 0.3, respectively. Avoidance is also stated to be greater in the group of pupils aged 15–16 as compared to the young aged 7–14. The majority of those not realizing obligatory education are physically or mentally handicapped children (43.3%). 24.1 percent can give no justified reason for avoiding obligatory education in the primary school while 18.7 percent are legally left out of obligatory education.

291. ZIENKIEWICZ, TADEUSZ: **Z badań nad pracą szkół wiodących.** (Research on Leading Schools). *Ruch Pedagogiczny* 1972, No. 3, pp. 356–364.

The article reports on research concerning efficiency and functioning of the what-are-called leading schools. Investigations covered all the leading primary schools in the region of Białystok and Olsztyn. Phase 1 of the research consisted of mass testing in all these schools as well as in investigations through questionnaires, interviews and analysis of documents. Phase 2 concentrated on experiences of inspectors from local educational authorities of the two regions and on systems of implementing new teaching methods on the scale of regions and voivodship. Phase 3 consisted in three case studies of three leading schools in the voivodship of Olsztyn. In phase 3 motives of establishing leading schools were investigated as well as types of difficulties, criteria for the choice of main problems, forms of raising teachers' qualifications within schools, system of implementation of school achievements and forms of aid given by methodological centers.

See also: 25, 255, 256, 257, 280.

VI. 3. SECONDARY

292. BOGUCKI, ANATOLIUSZ: **Kryzys szkoły ogólnokształcącej.** (Crisis of General Schools). *Wychowanie* 1972, No. 11/12, pp. 28–33.

The author analyzes in detail the curricula and the teaching methods in general education schools and points to the overburdening of pupils with school and homework assignments. In connection with the present state of facts considered dissatisfactory, postulates are advanced concerning curricula and the shape of the teaching-learning process. Several suggestions are illustrated by research results obtained by the author in 14 schools in wich experimental teaching was introduced at lessons of chemistry. According to the author the future school will call for: 1) diminishing the role of the teacher, 2) establishing educational technologies for all the subjects, 3) improving and ex-

tending school infrastructure, 4) promoting self-instruction and individualization, and 5) reshaping or even eliminating the class-lesson system.

293. SZYMAŃSKI, MIROSŁAW: **Szkoły średnie na wsi.** (Secondary Schools in Rural Regions). *Wychowanie* 1972, No. 11/12, pp. 11–15.

Basing on data obtained through research carried out in the years 1967–70 the author presents the problems of access to post-primary education in rural regions. Questions connected with the distribution of general and vocational secondary schools are considered as well as conditions for learning created by the school itself, i.e. boarding houses, financial aid, proper equipment, day-clubs, canteens, etc. School selection processes at the post-primary level are analyzed on the example of the region of Mińsk, considerations being exemplified by ample statistical data pertaining to the number of primary school graduates, the number of candidates for secondary schools of various types and educational achievement of rural pupils. In the final part of the article the author discusses conditions indispensable for the promotion of secondary education in rural areas. Emphasis is given to the network of schools and to stimuli for learning at the post-primary level.

294. WALENTYNOWICZ, MARIA: **Różnice sprawnościowe w szybkości czytania młodzieży szkół średnich.** (Individual Differences in Reading Speed of Secondary School Pupils). *Ruch Pedagogiczny* 1972, No. 2, pp. 207–215.

The article is a report on the research carried out on the sample of 335 secondary school pupils, 250 of which were tested in small groups, and 85 — individually. Investigations aimed at assessing the average reading speed in secondary school pupils and at stating correlation as between reading speed and educational achievement. Research revealed considerable individual differences ranging from 99 to 336 words per minute. High correlation as between reading speed and educational achievement has been stated. The data demonstrated that boys in general scored higher on the reading speed test. An analysis

follows of factors influencing the reading speed: personality characteristics, association processes and type of perception. It is postulated to introduce tests of reading speed to be used by all the teachers in order to ensure quick and proper diagnosis and to help to remedy educational failures caused by shortcomings in the reading skill.

295. WROCZYŃSKI, RYSZARD: **W poszukiwaniu modelu szkoły średniej.** (In the Search of a Model of Secondary School). *Nowa Szkoła* 1972, No. 5, pp. 5–9.

The author contributes to the discussion on the overall model of the Polish educational system, concentrating on the problem of secondary schooling which is here viewed in the light of the threefold educational system covering 1) school education (schools of all types and levels), 2) non-school education, and 3) further education in adult life. Attention is given to school education both general and vocational, teaching content, educational objectives and forms of instruction. The author emphasizes secondary school based on the eight-year primary school. General education should form a basis for vocational training thus enabling graduates to choose a profession much more considerately, the present early choice being strongly criticized. Stress is also laid on strengthening the role of school in organizing non-lesson and non-school activities for the pupils.

See also: 230, 282.

VI. 4. VOCATIONAL

296. GOŁĄBEK, STEFAN: **Model polskiej szkoły samochodowej.** (A Model of the Polish Automobile School). *Szkoła Zawodowa* 1972, No. 3, pp. 12–14.

Rapid advances in the field of motorization in Poland create urgent needs for qualified staff, while the present system of schooling does not ensure satisfactory preparation for the profession. The present article is devoted to the author's proposal of a new system, adequate to the needs of the years 1980–2000. In order to fully utilize the

school equipment, economic reasons suggest to establish complexes of schools, i.e. 1) non-full secondary vocational school with eight specialties: in exploitation, mechanics, 3) pedagogical-technological school with the specialty in exploitation, and 4) postsecondary school with a specialty in transport. A detailed discussion follows of various aspects of training according to the new model.

297. GONDZIK, ERWIN: **Kształcenie wybitnych uczniów w szkole zawodowej.** (Teaching Gifted Students in Vocational Schools). *Szkoła Zawodowa* 1972, No. 3, pp. 25—26.

The author concentrates on the meaning of the term "gifted student" as referred to post-secondary vocational school pupils and presents methods and forms of work with such pupils in the class-lesson system. Discussion is based on research carried out on the problem at the Katowice extension of the Warsaw Institute for Education. In the first part of the article the author describes methods useful for distinguishing gifted students, e.g. observation according to special categories, panel assessment of achievement, intelligence tests, vocabulary tests, medical examinations, etc. The second part is devoted to possible methods of work with gifted students, which are usually based on individualization, as the class-lesson system focuses teachers' attention rather on average than on gifted or slow students.

298. KARWOWSKI, JAN: **Wnioski z analizy kosztów kształcenia w szkołach przyzakładowych.** (Conclusions from the Analysis of Expenditure for Education in Schools Organized at Industrial Plants). *Nowa Szkoła* 1972, No. 5, pp. 15–17.

The author discusses the functioning of vocational schools organized at industrial plants. Considerations are based on the analysis of expenditure for education in these schools as compared to expenditure in schools of other types. Economic analysis has been accomplished by the Section for Educational Economics at the University of Warsaw under the scientific leadership of prof. J. Kluczyński. The analysis reveals that vocational training is based on a too short period of general education thus

bringing about dissatisfactory economic results. The prolongation of general education to 10 years is postulated alongside with establishing close collaboration of school principals and industrial managers in order to assess needs in the field of employment. The problem of curricula and teaching methods in vocational schools at industrial plants is also considered at length.

299. KOWALCZYK, WŁADYSŁAW: **Przyszłościowy system kształcenia nauczycieli szkół zawodowych.** (Model of the Future Teacher Training for Vocational Schools). *Szkoła Zawodowa* 1972, No. 5, pp. 2–5.

In the year 1968/69 the Warsaw and the Silesian Technological Universities established pedagogical studies with the aim to train teachers for vocational schools. The author presents the organization of studies, curricula and teaching plans. Three forms of studies have been introduced: 1) a two-year study for graduates from the third year of technological studies who every week devote one afternoon to educational training and in consequence obtain two diplomas: a diploma of an engineer and a pedagogical diploma, 2) a one-year study for graduates with the diploma of an engineer who work as vocational school teachers (255 hrs. altogether, during two afternoons per week), and 3) a half-year study obligatory for young university teachers on the staff of the Technological University or for candidates for posts at the higher school.

300. KRZYSZTOSZEK, ZOFIA: **Podstawy pedagogiki rolniczej.** (Foundations of Agricultural Pedagogy). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 241 pp. bibl.

The book reviews the basic theoretical problems in the field of agricultural pedagogy, a new branch of pedagogy of labor. Part 1 gives an outline of methodology, presents basic concepts and definitions, lists controversial problems and reviews achievements in the field. Part 2 is devoted to problems not yet solved by educators and covers 1) questions of organization and structure of agricultural schooling from the point of view of the national economy, 2) questions of the quality of instruction, its forms and

teaching content, and 3) questions of attitude formation springing from the different nature of labor in the socialist system. Generalizations are also made pertaining to the whole field of the pedagogy of labor which should investigate a wide scope of problems connected with industry and agriculture. Part 3 discusses links between labor on the one hand and professional training and attitude formation, on the other. Consideration is also given to promoting culture in rural regions and to the role of education in this respect. The publication includes a detailed list of open problems in agricultural pedagogy and points to future trends in research on the subject.

301. PAWLIKOWSKI, ANDRZEJ: **Przeciążenie uczniów klas pierwszych średniej szkoły zawodowej nauką szkolną i pracą domową.** (Overburdening of Pupils in Grade I of the Vocational School with School and Homework). *Szkoła Zawodowa* 1972, No. 5, pp. 38–40.

The author reports on research carried out on a sample of 100 pupils in grades I of the secondary vocational school. Research objective was to state overburdening of pupils with school and homework assignments. Investigations were conducted by means of questionnaires and interviews. Research revealed that pupils spend 3–4 hours daily on homework in addition to 6–7 hours spent at school. Technical drawing was stated to be the most time-consuming subject. Overburdening with school and homework results in low participation of pupils in out-of-school activities and in social and youth organizations. On the basis of research results the author advances a number of postulates pertaining to curricula, handbooks and teaching methods in vocational secondary schools.

302. RESZKE, IRENA: **Społeczne uwarunkowanie wyboru szkoły zawodowej i odpływu uczniów ze szkół.** (Social Conditions for the Choice of a Vocational School and the Problem of Screening). Zakład Narodowy im. Ossolińskich, Wrocław 1972, 294 pp., bibl., tabl. Rez. Sum. Polska Akademia Nauk — Instytut Filozofii i Socjologii. (Polish Academy of Sciences — Institute of Philosophy and Sociology).

The publication deals with the problem of leaving and changing vocational schools by secondary school pupils. Psychological, educational, sociological and economic aspects of the problem are considered, much attention being given to the choice of a vocational school. Research concentrated on mechanisms of social selection, features of the school system influencing screening and problems of employment. Etiology of screening is considered in four sections: 1) organization of schooling, recruitment for vocational schools and vocational preorientation, 2) educational opportunity and social selection, 3) differing attractiveness of various professions, and 4) shorter and easier ways leading to the profession, other than vocational schools. Research covered 1400 subjects investigated in three groups: a) pupils continuing education in a given school, b) pupils dropping education, and c) pupils changing schools. Research methods were: observation, questionnaires, interviews with pupils, teachers and headmasters and analysis of school documents. Detailed analysis of research findings is presented.

303. SUCHY, STANISŁAW: **Realizacja uchwały XVIII Plenum CRZZ i aktualne zadania w dziedzinie kształcenia, dokształcania i doskonalenia kadr.** (Implementation of Resolution Adopted at the 18th Session of the Central Council of Trade Unions and Present-Day Tasks in the Field of In-Service Training). *Szkoła Zawodowa* 1972, No. 2, pp. 13–15; No. 3, pp. 18–11.

The 18th session of the Central Council of Trade Unions formulated tasks to be fulfilled by trade unions and workers' self-governments in the field of training qualified workers in the period of years 1971–75 and raising professional qualifications of other employees. Postulates were also advanced addressed to the government and to social and political organizations asking for their assistance in the compaign. The present article is devoted to ways in which all these postulates are being implemented and the tasks realized. Analysis of the present situation is included, much attention being given to the existing shortcomings in the in-service training system and to the necessary remedial activities.

304. WIECZOREK, TADEUSZ: **O niektórych trudnościach rozwoju szkół przysposobienia rolniczego.** (Some Obstacles in the Development of Schools for Preparatory Agricultural Training). *Szkoła Zawodowa* 1972, No. 4, pp. 16–20.

Schols for Preparatory Agricultural Training were established on the force of the Ordinance by the Council of Ministers issued January 8, 1957. Education covers adolescents aged 14–16 who remained in the country after graduation from the obligatory primary school and could not yet fully participate in farming. Schooling of this type encountered numerous difficulties in the period 1957–66 and met a real crisis in the year 1966/67, i.e., the year of prolonging education in primary schools. The present article lists causes of the crisis, the most important of them being: 1) the temporary character of schools, 2) lack of easy passage to schools of higher levels, 3) lack of approval in the rural community, 4) bad quality of instruction, 5) introduction of 10-month instruction depriving farms of children's help, 6) disproportions in the distribution of schools, and 7) urban aspirations in rural adolescents. In the second part of the article the author postulates improvements which would help to overcome the crisis. Emphasis is given to a) improving the quality of instruction through providing proper school equipment and staffing, b) changing the network of schools, c) facilitating graduates access to schools of a higher level, d) enrolling pupils who have not finished primary school in the appointed time and permitting them to cover primary school curriculum parallelly and e) subordinating the schools to the Ministry of Agriculture.

305. WINDAKIEWICZ, ADAM: **Model gospodarstwa szkolnego jako warsztatu dydaktycznego na przykładzie woj. krakowskiego.** (The School Farm as an Educational Aid in the Voivodship of Cracow). *Szkoła Zawodowa* 1972, No. 5, pp. 19–22.

A special Commission appointed by the Minister of Education prepares a draft of the network of agricultural schools. In each administrational unit at least one "school of base" is to be established which would work out new teaching methods, try out new educational and curriculum solutions and organize in-service training for teachers of

other schools in the district. It has been noted that graduates from agricultural schools do not have proper practical experience in farming. Thus the problem of the school farm should be given careful consideration. In the present article the author discusses the organization of the school farm which would serve as a model of agricultural production. It is, however, indispensable to ensure the proper area, variety of products grown on the farm, high productivity and last but not least — linking theoretical knowledge obtained at classes with practical activity on the farm. Considerations are exemplified by school farms in the voivodship of Cracow.

306. WOŹNIAK, JERZY: **Ocenianie uczniów w procesie nauczania pomiarów elektrycznych.** (Evaluation in Teaching Electric Measurement). *Szkoła Zawodowa* 1972, No. 5, pp. 35–38.

The author presents a new system of evaluation introduced in a full-secondary vocational school for energetics in Warsaw. Evaluation is based on the following principles: 1) each pupil should be evaluated at each class, 2) evaluation should pertain not only to the knowledge but also to skills formed in the process of instruction, 3) educational objectives should be broken into many specific aims, each of them being evaluated separately, 4) the preparation of the pupil should be checked and a mark given for each learning unit, and 5) evaluation should be carried out so that each pupil may become aware of gaps in his knowledge of the subject and can systematically overcome his difficulties. Examples are provided of learning units and ways of their evaluation on the basis of which the author discusses advantages and disadvantages of the new system.

307. **Wybór zawodu.** (Choice of Profession). Collective Work. Introduction by B. Suchodolski. Zakład Narodowy im. Ossolińskich, Wrocław 1972, 277 pp., bibl. Polska Akademia Nauk — Monografie Pedagogiczne, (Educational Monographs), Vol. 36.

The present volume of "Educational Monographs" is based on empirical research and presents the following problems connected with the choice of a profession: 1) the role of

professional orientation carried out in schools, 2) social and economic conditions determining decisions in this respect, 3) criteria for the choice of a profession satisfactory for both the individual and the society, 4) situations in which decisions concerning the future profession are made and 5) models of optimal decision-making situations. Research on which the present publication is based was carried out in the year 1968/69 by research workers from the Department for General Pedagogy (A. Bukowska, A. Jawłowska, A. Klementowski, L. Orlicka, S. Ruciński, R. Schulz). Investigations covered pupils of terminal grades in primary, secondary general and secondary vocational schools. Research was made on a national scale, stratified random sampling being used. Altogether 3324 questionnaires were analyzed, 1273 from primary schools, 1128 from vocational secondary schools and 913 from general secondary schools. Detailed discussion of research findings is included in successive chapters of the publication.

See also: 263, 267.

VI. 5. HIGHER

308. DENEK. KAZIMIERZ: **Efektywność nauczania programowanego w szkole wyższej.** (Effectiveness of Programmed Instruction in the Higher School). Uniwersytet im. A. Mickiewicza, Poznań 1971, 163 pp.

The author presents research carried out on the sample of 1602 students at the A. Mickiewicz's University in Poznań, Higher School for Economy in Poznań and Poznań Medical Academy. In phase 1 of research the effectiveness of programmed instruction with respect to elements of pedagogical sciences was compared to that of conventional lectures. Educational experiment was used on 542 students who worked with a program prepared by professor C. Kupisiewicz. Two months later retention was measured. In phase 2 the sample was increased to embrace 1060 students and young university teachers, research

design remaining unchanged. In both phases better educational achievement was stated in groups working with the programmed text. A questionnaire was also circulated among students, 87.5 percent of whom expressed strong approval of the programmed instruction.

309. GORZKOWICZ, STANISŁAW: **Czytelnictwo studentów.** Studium nad zagadnieniem humanizacji inteligencji technicznej. (Reading Habits in Students. Research on Humanization of Technological Intelligentsia). Zakład Narodowy im. Ossolińskich, Warszawa 1972, 177 pp., tabl. bibl. Sum. Wrocławskie Towarzystwo Naukowe, Śląskie Prace Bibliograficzne i Bibliotekoznawcze. (Wrocław Scientific Association. Bibliographic and Bibliologic Works), Vol. 15.

The publication is a doctoral thesis from the border of bibliology and sociology. In its first part a review of Polish writings on reading habits and on the participation in culture of various social strata is presented. The main part reports on the author's research on spontaneous reading in students at technological universities. The most important research objectives were to state 1) intellectual needs in students at technological universities, 2) their attitude toward humanities, and 3) the role and function of reading in satisfying intellectual and emotional needs of students. Investigations were completed through analysis of library documentation, questionnaires circulated among 1666 students and interviews. A detailed discussion of findings follows in which the author presents causes underlying differences in reading habits of students, analyzes reading habits according to social strata and considers reading habits against the background of information concerning attitudes toward humanistic values.

310. PRZECISZEWSKI, TADEUSZ (ed.): **Sprawność kształcenia w szkolnictwie wyższym.** (The Efficiency of Training in the Higher Schooling). Państwowe Wydawnictwo Naukowe, Warszawa 1971, pp. 205. bibl. Rez. Sum. Międzyuczelniany Zakład Badań nad Szkolnictwem Wyższym. (The Interuniversity Department for Research on Higher Education).

The publication deals with the methodology of research on the efficiency of training in higher schools and presents the state of Polish higher education in this respect. It contains a collection of articles, three of them written by employees on the staff of the Interuniversity Department for Research on Higher Education: M. Zubrzycki, T. Przeciszewski and T. Kossowka and the remaining ones — by authors from outside the Department. The leading article by T. Przeciszewski presents the main aspects of research methodology, gives a general view of research results and points to most urgent needs in the field of educational research of this type. According to the method worked out by T. Przeciszewski, M. Zubrzycki presents the processing of data from the national sample and discusses the overall efficiency of training. The remaining four articles contribute to the subject providing examples and discussion pertaining to the Higher School for Planning and Statistics, Higher School for Economy in Cracow, Department for Administration at the University of Warsaw and Medical Academy in Warsaw. The final article presents a statistical analysis of the efficiency of training in primary and secondary education. Ample bibliography of the subject for the years 1961–1970 is included.

311. RZOŃCA, CZESŁAW: **Młodzież licealna a studia wyższe.** (Secondary School Pupils and Higher Education). *Życie Szkoły Wyższej* 1972, No. 4/5, pp. 140–152.

The article describes research on the efficiency of information campaign concerning higher education. Investigations were carried out in the period of years 1967–1969 and covered 380 secondary school pupils from the voivodship of Cracow who desired to continue education in higher schools. Interview was introduced as the most important research technique. Main research problems were the following: 1) sources of information concerning higher education and the type of information, 2) candidates' knowledge of requirements pertaining to preparation, interests and skills, 3) attitude toward information on the part of the candidates and 4) candidates' suggestions as to the information campaign. Alongside with the discussion of data obtained from secondary school pupils the

author presents considerations based on interviews with 45 secondary school teachers.

312. SZARRAS, HENRYK: **Kształcenie kadr naukowych w szkolnictwie wyższym w świetle badań Międzyuczelnianego Zakładu Badań nad Szkolnictwem Wyższym.** (Training Researchers in the Light of Investigations Carried out at the Interuniversity Department for Research on Higher Education). *Życie Szkoły Wyższej* 1972, No. 4/5, pp. 54–68.

The author discusses the forms of selecting able students in higher schools and forms of training them for future research work. On the basis of data obtained on the subject during the last years of investigations at the Interuniversity Department for Research on Higher Education, the author presents the whole existing system and advances postulates aiming at the improvement in this field. Effectiveness of various forms of postgraduated education is analyzed, emphasis being given to living conditions of students, their time-budget, social origin and educational achievement at the university. The article ends with practical suggestions concerning increase in the efficiency and speed of training staff for Polish research centers.

313. WITKOWSKA, BOŻENA: **Dyplomanci o swoim przygotowaniu zawodowym.** (Graduates' Opinions on Their Preparation for the Profession). *Życie Szkoły Wyższej* 1972, No. 6, pp. 16–22.

The article presents a part of research carried out at the Warsaw Technical University. Investigations embraced all the students at the terminal year of studies. Research objectives were to state students' opinions on their preparation for the profession and on the quality of instruction given at the University. In the present article opinions issued by 69 students of two seminar groups are analyzed. All the students express strikingly low opinion on the quality of instruction at their department. The following factors are most commonly referred to: 1) lack of correlation between various subjects leading to frequent repetitions of teaching content, 2) improper sequence of subjects in the curriculum, 3) outdated teaching content and teaching methods, 4) overburdening

with obligatory classes and lectures, which hinders individual work, and 5) too narrow profile of training.

314. WOŹNIAK, ROBERT: **Społeczno-moralne problemy pracy zrzeszeń studenckich.** (Social and Moral Problems of Work in Students' Associations). *Ruch Pedagogiczny* 1972, No. 3, pp. 339–355.

The author reports on research carried out in the year 1970 on a sample of 134 students at the Advanced Teachers' College in Szczecin. Research objective was to state socio-pedagogical conditioning of youth organization activity. Out of the sample 46.9 percent belonged to the Socialist Youth Organization, 3.7 percent to the Peasant Youth Movement, 79.1 percent to the Polish Students' Association and 26.7 percent to the Polish Scouts Organization. Data obtained concerned the role of the leader, independence, initiative, group structure and group links. A detailed discussion of findings is presented.

315. ŻARNECKI, TADEUSZ: (ed.): **Poradnik metodyczny dla słuchaczy wyższych technicznych studiów dla pracujących.** (A Guide for Extramural Students at Technological Colleges). Ed. 2. Wydawnictwa Politechniki Warszawskiej, Warszawa 1972, 226 pp.

The leading article of the publication, written by Tadeusz Żarnecki, presents achievements, social functions and basic problems connected with technological colleges for extramural students. General instructions for freshman are also included. Successive chapters are devoted to the organization of mental work and learning techniques (J. Półturzycki) with ample exemplificatory materials drawn from basic subjects listed in the curriculum for the first year of studies. Studying mathematics is discussed by Z. Nalbach, descriptive geometry — by Z. Kwiatkowski, physics — by J. Salachowa, and technological mechanics — by L. Janicki.

316. ZUBRZYCKI, MICHAŁ: **Sprawność studiów roczników rekrutacyjnych 1955/56—1965/66.** (Efficiency of Studies in the

Period of Years 1955/56—1965/66). *Życie Szkoły Wyższej* 1972, No. 4/5, pp. 153–162.

The article contains an analysis of efficiency of studies in higher schools carried out at the Interuniversity Department for Research on Higher Education. Efficiency is here considered in two aspects: a) percentage of students graduating at a planned time, and b) percentage of students graduating from the university disregarding the length of studies. Research revealed that efficiency of day-studies is much higher than that of extramural studies. The highest efficiency was noted at artistic academies, while the lowest — at technological and economic universities. As to the length of studies, medical academies were stated to be on the bottom of the list, since prolongations amounted to 20 percent. Efficiency of studies was also analyzed in the light of social and demographic characteristics of the population.

See also: 270.

VI. 6. ADULT

317. MARCZUK, MIECZYSŁAW: **Aktualne problemy oświaty dorosłych.** (Present-Day of Adult Education). *Nauczyciel i Wychowanie* 1972, No. 1, pp. 87–96.

The author of the article concentrates on organizational aspects of adult education, leaving educational problems out of his considerations. Discussion pertains to the period of years 1956–1972 and is based on ample statistical data obtained by the Main Bureau of Statistics. The following problems are considered in detail: 1) coordination and management in the field of adult education, 2) pre- and in-service training at various levels, 3) school equipment and conditions of the teachers' work, 4) aid given by the state to learning adults.

318. PÓŁTURZYCKI, JÓZEF: **Plany badań naukowych Zakładu Kształcenia Dorosłych Instytutu Pedagogiki.** (Research Plans of the Section for Adult Education at the Institute of Education). *Człowiek w Pracy i w Osiedlu* 1972, No. 4, pp. 103–106.

The article gives basic information concerning the activity of the Section for Adult Education established in 1962. Special attention is given to international contacts and to research projects for the years 1971–1975. Five projects are discussed at length: 1) new organization of adult education to be worked out on the basis of theoretical and practical achievements of Polish and foreign research centers, 2) characteristics of adult learners — their features, educational and cultural aspirations, interests, motivation for learning and changes occurring under the educational influence which will help to construct new curricula, 3) educational work with adults and working adolescents — research on forms and methods, 4) efficiency of the teaching-learning process in adult education, i.e. research on selection and gradation of teaching content, types and effects of teaching methods, value of the programmed instruction and teaching machines in adult education.

319. PÓŁTURZYCKI, JÓZEF: **Rozwój i problemy szkolnictwa dla dorosłych w Polsce Ludowej.** (Development and Problems of Adult Education in the Polish People's Republic). Zakład Narodowy im. Ossolińskich, Wrocław 1972, 392 pp. bibl.

The book deals with adult education at the primary and secondary level, various types and organizational forms being considered. The development of schooling for working adults in the Polish People's Republic is presented against the background of national traditions. Chapter I lists stages in the development of schools of various types and levels; Chapter II discusses initial instruction for adults and liquidation of illiteracy in the years 1952–57; Chapter III analyzes primary schools for working adults and Chapter IV — secondary schools. Chapter V is devoted to problems of correspondence schools. Chapters VI and VII concentrate on repolonization, preparation of adults for social and cultural work and vocational training. Chapter VIII presents a review of situation in Polish adult education, its network, infrastructure, staffing, curricula, teaching plans and teaching methodology, points out evident shortcomings in this field and advances postulates aiming at improvements in the quality of instruction.

Subjects of research to be carried out are also listed. Ample bibliography of the subject is included.

320. WOJCIECHOWSKI, KAZIMIERZ: **Koncepcja systemu oświaty dorosłych w Polsce Ludowej.** (Concept of a New System of Adult Education in the Polish People's Republic). *Oświata Dorosłych* 1972, No. 5, pp. 257–272.

The present system of adult education is based on a network of schools, libraries, museums, people's universities, courses, institutions of employment, cooperatives, military units, resort centers, sport institutions, tourist centers and mass media. The whole system is presented in a diagrammatic form. The author advances proposals concerning some necessary changes in the present system of adult education. The following problems are discussed: 1) modifications in the field of general education, 2) modifications in vocational education, 3) education in resort centers, 4) training social and cultural workers, 5) infrastructure of schooling, 6) legal foundations of adult education. The proposed system of education and culture for working adults is also presented on diagram. Postulate is also advanced to establish an Institute for Adult Education.

See also: 303.

VI. 7. SPECIAL

321. DOROSZEWSKA, JANINA: **Pedagogika specjalna w służbie ludziom odchylonym od normy.** (Special Pedagogy as an Aid for People Deviated from the Norm). *Szkoła Specjalna* 1972, No. 4, pp. 289–303.

The article deals with reeducation of abnormed subjects special stress being given to a) the role of special pedagogy, b) links between special and general pedagogy, c) differences between methodological characteristics of special and general pedagogy and d) classification of branches within the field of special pedagogy. The author points to numerous links as between the special pedagogy and other branches of sciences as, for instance, physiology,

neurology, psychopathology, psychosociology, etc. The final part of the article is devoted to the personality of the educator, his aethical values, knowledge, methods of work and ability to insure individual approach to every subject.

322. GERSZBERG, ANDRZEJ: **Nowe drogi szkoły olsztyńskiej.** (New Ideas in the Schools of Olsztyn). Kuratorium Okręgu Szkolnego, Okręgowy Ośrodek Metodyczny, Olsztyn 1969, 243 pp.

The publication issued on the 10th anniversary of school No. 14 in the City of Olsztyn, contains a description of the pedagogical experiment initiated in 1962 by the author and at the same time — a headmaster of the school. Experiment was organized under a scientific guidance of the Warsaw Institute for Education. Experiment aimed at improving the educational level of the school's work and consisted in introducing a new system of instruction. The most important elements of the system are: structural selection and gradation of teaching content, group-problem instruction and the laboratory and workshop organization of the teaching process. Ample exemplificatory materials are included in the form of curricula, reports on experimental lessons, assignments, etc. A separate chapter is devoted to tutelar activities of the school and its educational work with children's associations, non-lesson and out-of-school activities. A detailed analysis of results obtained by the school follows, comparison being drawn as between the school in question and control schools. Values of the experiment for teachers with respect to their educational knowledge and interest in research work are also presented at length.

323. HAJNICZ, WANDA: **Rewalidacja emocjonalna dziecka nerwicowego w warunkach szpitala dziennego przy Zakładzie Pediatrii Społecznej Akademii Medycznej w Warszawie.** (Emotional Revalidation of Neurotic Children in a Day Hospital in the Section for Social Pediatry at the Warsaw Medical Academy). *Szkoła Specjalna* 1971, No. 4, pp. 339–347.

On the example of a three-year-old child staying in the Section for Social Pediatry of the Warsaw Medical Academy — the author presents the course of therapy, which is stated to be twofold: 1) first, it enables the child to reveal all his emotional needs so as to assess all the neurotic symptoms, and 2) second, the process of satisfying these needs by the therapist leads to establishing proper interaction with parents, adults and peers. The final stage of the therapy consists in fixing desirable behavioral patterns. Much stress is laid on the systematic therapy for parents in order to establish proper interpersonal relations within the family which are indispensable for the overall development of the child.

324. WALD, IGNACY (ed.): **Jak przygotować do życia dziecko umysłowo upośledzone.** (How to Prepare a Mentally Deficient Child for His Future Life). Państwowy Zakład Wydawnictw Lekarskich, Warszawa 1972, 167 pp.

The book contains a collection of articles written by authors of various professional specialties, all of them involved in problems of mentally deficient children, e.g. psychologists, physicians, sociologists and lawyers. Basic phases of mental development and their disturbancies are presented as well as modern views of their origin, prevention and therapy. Successive chapters deal with the teaching and upbringing of mentally deficient children, the situation of the child in the family and tasks of the family to ensure proper attitude toward the child on the part of family members, peers and adults. Social and professional rehabilitation processes are discussed in detail from pedagogical and medical points of view. Rights of mentally deficient children and their title to aid given by state are presented at length. At the end of the publication a set of exercises is included as well as a copy of the observation card.

VII. EDUCATIONAL STATISTICS

325. **Młodzież w Polsce w latach 1965–1970** (Youth in Poland in the Years 1965–1970). Główny Urząd Statystyczny, Warszawa 1971, 271 pp.

The publication prepared in the Main Statistical Bureau is divided into four sections. Part 1, entitled "Demographic Characteristic of Youth, Their Education and Employment" presents the structure of the Polish youth according to sex and age, the migration of youth, amount of their education against the background of the development of schooling and demographic prognosis. Part 2, "Education of Youth and Their Employment" presents the following problems: primary education and completing primary education by working adolescents, employment and training of working youth with primary education, non-full secondary vocational education and full secondary education both general and vocational, post-secondary training, enrollment in institutions of higher learning, employing specialists with higher education, employment of adolescents in the national economy, training agricultural specialists and employment of women. Part 3 deals with social problems, i.e. state's aid given to working youth, financial conditions and family situation of working youth, their social origin, youth staying outside work and learning, youth travelling to school and to work, accidents at work, state of health in youth, youth's participation in culture, tourism and sport and day schools. Part 4 presents problems of social and political activeness of youth, participation in organizations and in people's councils.

See also: 290.

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